

Strengths-based Training Request for Proposals

Department of Administration for Human Services - Fairfax County Government

Closes September 15, 2011 at 2:00 PM

Additional Information:

Please provide a separate pricing schedule for each training being proposed if the proposed training classes differ in price. The pricing schedule should detail the costs to provide a single training. The costs related to providing the training should be proposed, and will be invoiced, as a fixed cost. Written materials and/or assessments should be proposed, and will be invoiced, on a per student basis. Offerors can assume 30 participants will attend each training for the purposes of developing the pricing schedule.

In some instances, Fairfax County may be able to purchase materials at a lower cost than can be obtained by the contractor. If that is the case, this can be negotiated when a final contract is written.

Vendor Questions received via email:

Q1. Can you provide the outline and objectives of the previous strengths-based training program(s)?

A1. Descriptions of two programs previously provided to Human Services employees are given below:

STEPPING OUT WITH YOUR STRENGTHS

Are you tired of periodically being reminded of your “opportunities for improvement”? Wouldn’t you rather build on your strengths and help others develop theirs? High performing teams and work groups consistently focus on strengths. In this interactive session, participants will explore the work of leading experts to discover both the power of “stepping out” with their unique talents and applying those strengths to increase team productivity. In preparation, each participant will receive the book Strength Finders 2.0 and be asked to complete an online assessment prior to coming to class.

Participants will learn how to:

- Realize power of positivity.
- Explore their talents.
- Use their talents to create their strengths.
- Leverage strengths for personal development.
- Apply the strengths approach to building high performing teams and work groups.

STEPPING OUT WITH YOUR STRENGTHS – SESSION II

Take your understanding of strengths-based development to the next level. In this session, you will learn how to extend your knowledge of personal strengths to enhance the organization. You will practice recognizing strengths in others. In addition to learning how strength-focused groups and teams operate, you will explore strategies for using collective strengths as leverage to create higher-performing groups and teams

Participants will learn:

- How to reframe differences into strengths
- How focusing on others’ strengths increases organizational productivity
- How to be strategic in matching strengths with work roles
- How to re-create an organizational culture that fully engages work groups and teams

- Q2. Is there a specific course curriculum and/or assessment tool that you are wanting in the strengths-based training? For example, are you wanting the trainer to use the Gallop Organization Strengths Finder tool?
- A2. While no specific course curriculum and/or assessment tool is required, prior classes provided to the County have based training on StrengthsFinder 2.0 and the assessment tool associated with the book.
- Q3. Section 6.1.5 refers to "detailed description of how services will be provided". Are you requesting course outlines, syllabus and content, facilitation and delivery style or both of these areas?
- A3. All materials you can provide to support your proposal should be included.
- Q4. The solicitation states this is a request for strengths-based training and other related courses, what other related courses will be considered?
- A4. The County would like to see examples of courses each offeror feels are related to the strengths-based training.
- Q5. Section 6.1.7 refers to "demonstrate an awareness of difficulties in the completion of this undertaking and plan for surmounting them". Would project plan, examples of similar projects and case studies meet this request?
- A5. Yes, this information would meet the requirement.
- Q6. We are aware that Fairfax County has around 12,000 Full Time Employees, however the strength-based training is directed toward the Human Services groups. How many Human Services agencies are there within the county? How many Human Services Full Time Employees are there? What percentage of the Human Services employees are expected to participate in strength-based training?
- A6. There are approximately 6,000 employees in the Human Services System which is composed of seven departments (some use the term agency) and one office. Most of these are full-time positions. It is not possible to estimate a percentage of participants since training is optional, not mandatory. Opportunities will be limited by financial resources.
- Q7. The contract end date is 2016. How many Full time employees are expected to participate by the end of the year? How many classes of 15-30 employees do you envision for 2012?
- A7. There are no expectations on the number of employees participating. It is expected that the classes will be offered twice a year at a minimum.
- Q8. In section 4.1.1 the statement is made "training should allow participants to explore their talents". Should we include a section on assessments that would allow participants to complete a self-assessment profile that would result in individual feedback? This, of course, would be used as a supplement to the class experience that gives participants the practice and coaching necessary to "explore and expand" their talents.
- A8. It is the expectation that an individual assessment for every participant will be a part of the training. The offeror should propose how it is provided.

- Q9. If the vendor does provide the strengths-based assessment can it be done as pre-work to the training?
- A9. The assessment should be provided as pre-work so classroom time can be spent training about the subject.
- Q10. Under Tasks to be performed, the RFP calls for "additional classes" after the initial training classes. Are these "follow up" courses supporting the initial learning courses obligated to the same 4 hour on-site time block? Could the time blocks be shorter than 4 hours? Are the additional classes obligated to on-site classes or would conference calls or online community activities be considered?
- A10. Subjects and lengths of additional classes will depend upon what is requested by the managers and employees. To date, neither conference calls nor online community activities have been offered, but could be considered.
- Q11. The RFP seems to indicate that all training will be conducted face to face. Will there be a need for webinars or e-learning modules in addition to the face to face delivery?
- A11. Training at this time is face-to-face. Offeror may propose to provide training in other modes of delivery.
- Q12. Section 4.3.1 refers to "alternative scheduling" for services. Do the alternative schedules include weekends as well as evenings?
- A12. Based upon the requesting department, evening or weekend training could be a possibility.
- Q13. As training is estimated to 4-hour time blocks, less than a full on-site working day for the facilitator/trainer, will there be enough employee participants to schedule two (2) classes in a single 8-9 hour workday?
- A13. It may be possible, but cannot be assured.
- Q14. Will the 4 hour training be conducted once each month, or several sessions within a week? This will help to determine travel related costs.
- A14. Depending upon which department requests the training when, scheduling could range anywhere from one day to several in a week to once a year.
- Q15. Will there be travel to multiple sites around the county? Will training be held at one central location? Will the county provide projectors in the training rooms?
- A15. In the past, most of the trainings sponsored by the Human Services system have taken place in the Pennino Building (12011 Government Center Parkway, Fairfax, Virginia 22035). If one particular department wishes to engage the trainer, s/he may be asked to teach in another county building. The training rooms in Pennino have ceiling-mounted LCD projectors; others do not and it would be the responsibility of the trainer to bring one or work with the Human Services Professional Development group to borrow theirs.
- Q16. Previous training we have provided includes the cost of a book which may include an assessment, is it acceptable to include the cost of the book and assessment in the cost of the training?
- A16. The offeror may include the cost in the proposal submitted.

Q17. Is the pricing to be calculated per participant or per training program? If per class, can we assume 20 participants to calculate material costs? Will the invoice be a fixed rate or each session or will it vary depending on number of scheduled participants?

A17. The pricing should be provided per training program. For purposes of pricing, assume 30 students per training. It is requested that offerors provide a fixed cost for the training and a per student cost for the written materials/or assessments.

Q18. On the cost summary there is a profit block, what has been the average % proposed by other contractors?

A18. This information is not available.

Q19. I am an independent contractor and do not have employees. Since all of the direct labor costs are related to time in preparation and delivery, I'm not sure how to complete Profit- Block Three of the Price Summary Sheet.

A19. If not applicable, so state.

Q20. If I email my proposal to you, do I also need to mail original and 4 copies to Contracts Management?

A20. If offeror's proposal is sent by email, it is not necessary to mail additional proposals.

Q21. Will everyone who is been asked to make a proposal see all of the questions and your responses?

A21. Yes. Responses are posted to the county website. eVA has a link to the county website. A notification is sent to the original mailing list.